**DOCUMENT BASED QUESTION – GROUP ACTIVITY**

***Civil Rights Voices***

**INSTRUCTIONS**

(Beth Kuhlman, Wes Cable, Kentis Brown, Larry Simms, Barbara Hoff)

1. **Class will be divided into groups.**
2. **Each group will receive a packet of documents and will be assigned one document on which to focus (see below).**
3. **Each group will spend twenty minutes analyzing their assigned document and answering the accompanying questions.**
4. **Each group will report back to class regarding their document.**

**FINAL ASSESSMENT:**

**Option 1**

**DOCUMENT BASED ESSAY QUESTION**

**Historical Context:** The American Civil Rights Movement may have begun elsewhere but many historians would argue that the crisis brought on by the demonstrations of 1963 in Birmingham, Alabama (Centered in and around Kelly Ingram Park) and the media coverage that brought events in Birmingham to the attention of all America, brought it to a point where change was inevitable.

**Question:** Discuss the events that took place in the park depicted in photographic mural below. Be sure to reference what happened there, why those events happened there and why those events were significant. Use the documents that follow to explain and discuss the different points of view and goals of those identified in those documents. Include discussion of at least three different players/voices in what transpired and how their goals were or were not advanced by the events in Birmingham in 1963.

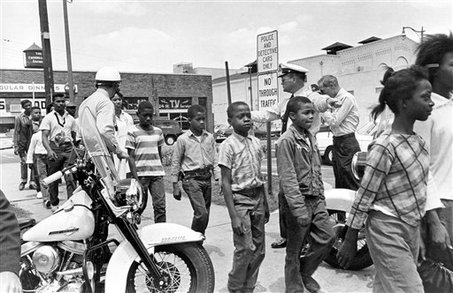


**ASSESSMENT OPTION 2:**

(This could be good especially for an American Studies class or any English class, since it involves poetry/creative writing.)

Choose two of the “voices” from the primary source packet. Write a two-person poem (or “rhyming debate”) in the style of “Booker T. and W.E.B.” by Dudley Randall. The title of your poem will be “How We Got to Kelly Ingram Park.” Your poem should reflect a detailed reading of the sources and a clear understanding of how/why different people viewed the events in Birmingham differently.

**GROUP A DOCUMENTS**



Excerpts from *Freedom's Children* by Velma Maia Thomas Random House, September 2000

**Larry Russell** (page 84).  I was sixteen in 1963, and I expected to be arrested.  I wanted to be arrested.  I went to jail June 9, 1963.  I won't forget it.

Jail was a totally different experience.  I'd never been on the other side of the big wall before.  They took us in to be fingerprinted.  Once the gate closed, we were treated like common criminals.  We weren't treated like kids.  They didn't want the jails filled.  They wanted to make it uncomfortable for us so we'd call our parents to come and bail us out.

But our intent was not be be bailed out.  Matter of fact, with the one phone call they gave me, the first thing I did was to call my mother.  'Don't worry about me' I told her.  'I'll be ok.'  We've been arrested and I'm in the city jail.  I'm doing fine.  There are a bunch of us here.  Whatever you do, don't come and get me out.'"

**Mary Gadson** (page 85).  During those days, our parents were basically afraid.  I think they would have kept us from doing a lot of things if they had known abut it.  My mother didn't know i was going to Sixteenth Street Church.  She thought I was going to school, but then I'd shoot a hookey from school to go to Sixteenth Street.  She worked for the white folks.  They were constantly asking parents, 'Is your child involved in this stuff?  'I hope she isn't.' So we couldn't tell."

**Myrna Carter** (page 86).  "One day my friend Carol and I decided to go to one of the meetings.  Dr. King spoke, and immediately after we had commitment period.  He would tell you to come forward if you were willing to fight for what was right.  But you had to take an oath.  You had to agree to be nonviolent.  You had to agree that if anything would happen, you would turn the other cheek.  He said, 'If you can't do that, don't come.'"

1. Who are these people (their position, connected to Birmingham, etc.)?

2. What do they have to gain from the protests in Birmingham?

3. What do they person have to lose from the protests in Birmingham?

4. What is their position on the use of violence and/or nonviolence?

5. Write down at least one key quote from your passage(s) that you think is significant and explain why.**GROUP B**

Rev. Ed Gardner (Birmingham resident and a founder of the Alabama Christian Movement for Human Rights):

Everything in Birmingham was segregated. You could go downtown there in one department [of a store] and spend a thousand dollars and go to the lunch counter and be put in jail. Or you go uptown and get on the elevator that was marked White Only, and get put in jail.

Well, the black community was fed up with segregation, only they were waiting to get a leader to lead out. At that time, any man that attempted to lead out here in Birmingham, well, he was put out of business, see. If he had a business, he couldn’t operate, because the city would take his license, and the Ku Klux Klan came in, and the police would harass him. If he was in his car, they would charge him with running a stop sign when there was no stop sign. They would charge him with running a red light when there was no red light. . . We couldn’t hardly get a man in business to lead out in the fight, because he knew that his business was gone when he identified himself with the struggle. So we had to get a man that couldn’t lose nothing but his life, and we found Fred Shuttlesworth.

[After engaging in early protests in Birmingham including a boycott of the buses . . .] They came by my place shooting and all like that, so I had two guards to guard my house. Rev. Shuttlesworth had guards guarding his house. We had a lot of laughs about that. I had a Winchester and I told ‘em this was a nonviolent Winchester.

(Excerpt from *My Soul is Rested* by Howell Raines, 1977)

1. Who is this person (their position, connection to Birmingham, etc.)?

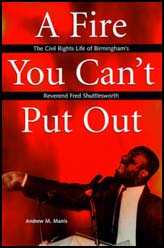
2. What does this person have to gain from the protests in Birmingham?

3. What does this person have to lose from the protests in Birmingham?

4. What is the person’s position on the use of violence and/or nonviolence?

5. Write down at least one key quote from your passage(s) that you think is significant and explain why.

**GROUP C**



Rev. Fred Shuttlesworth (pastor Bethel Baptist Church, leader of Alabama Christian Movement for Human Rights)

I provoked danger and attacks upon my person, and I led others into it, because I knew we had to challenge, and it wasn’t just gon’ die away . . . It gradually became into my mind the idea that we needed some different type of confrontation . . . Here, I thought, with “Bull” Connor being the epitome of segregation and SCLC being organized by us to change it, the two forces should be met . . . so it was at my invitation, my personal invitation, after we discussed it, that Dr. King and Ralph Abernathy and the SCLC boys agreed to come in.

. . . To me, it was a matter of life and death, not only to face “Bull” Connor, but to see if it is true – and it *is* true; I don’t think I should say it like that – to really *prove* that where sin did abound, Grace did much more abound, where darkness is, then light can overcome it.

(Excerpt from *My Soul is Rested* by Howell Raines, 1977)

1. Who is this person (their position, connection to Birmingham, etc.)?

2. What does this person have to gain from the protests in Birmingham?

3. What does this person have to lose from the protests in Birmingham?

4. What is the person’s position on the use of violence and/or nonviolence?

5. Write down at least one key quote from your passage(s) that you think is significant and explain why.

**GROUP D**

George Wallace (Governor of Alabama)

January 14, 1963  
Montgomery, Alabama

….Before I begin my talk with you, I want to ask you for a few minutes patience while I say something that is on my heart: I want to thank those home folks of my county who first gave an anxious country boy his opportunity to serve in State politics. I shall always owe a lot to those who gave me that first opportunity to serve.

….And I wish I could shake hands and thank all of you in this state who voted for me . . and those of you who did not . . for I know you voted your honest convictions . . . and now, we must stand together and move the great State of Alabama forward.

….This is the day of my Inauguration as Governor of the State of Alabama. And on this day I feel a deep obligation to renew my pledges, my covenants with you . . . the people of this great state.

     General Robert E. Lee said that "duty" is the sublimest word on the English language and I have come, increasingly, to realize what he meant. I SHALL do my duty to you, God helping . . . to every man, to every woman . . . yes, to every child in this state. I shall fulfill my duty toward honesty and economy in our State government so that no man shall have a part of his livelihood cheated and no child shall have a bit of his future stolen away.

…. I want to assure every child that this State government is not afraid to invest in their future through education, so that they will not be handicapped on every threshold of their lives.

     Today I have stood, where once Jefferson Davis stood, and took an oath to my people. It is very appropriate then that from this Cradle of the Confederacy, this very Heart of the Great Anglo-Saxon Southland, that today we sound the drum for freedom as have our generations of forebears before us done, time and time again through history. Let us rise to the call of freedom-loving blood that is in us and send our answer to the tyranny that clanks its chains upon the South. In the name of the greatest people that have ever trod this earth, I draw the line in the dust and toss the gauntlet before the feet of tyranny . . . and I say . . . segregation today . . . segregation tomorrow . . . segregation forever.

….Let us send this message back to Washington by our representatives who are with us today . . that from this day we are standing up, and the heel of tyranny does not fit the neck of an upright man . . . that we intend to take the offensive and carry our fight for freedom across the nation, wielding the balance of power we know we possess in the Southland . . . . that WE, not the insipid bloc of voters of some sections . . will determine in the next election who shall sit in the White House of these United States . . . That from this day, from this hour . . . from this minute . . . we give the word of a race of honor that we will tolerate their boot in our face no longer . . . . and let those certain judges put that in their opium pipes of power and smoke it for what it is worth.

In united effort we were meant to live under this government . . . whether Baptist, Methodist, Presbyterian, Church of Christ, or whatever one's denomination or religious belief . . . each respecting the others right to a separate denomination . . . each, by working to develop his own, enriching the total of all our lives through united effort. And so it was meant in our political lives . . . whether Republican, Democrat, Prohibition, or whatever political party . . . each striving from his separate political station . . . respecting the rights of others to be separate and work from within their political framework . . . and each separate political station making its contribution to our lives . . . .

     And so it was meant in our racial lives . . . each race, within its own framework has the freedom to teach . . to instruct . . to develop . . to ask for and receive deserved help from others of separate racial stations. This is the great freedom of our American founding fathers . . . but if we amalgamate into the one unit as advocated by the communist philosophers . . then the enrichment of our lives . . . the freedom for our development . . . is gone forever. We become, therefore, a mongrel unit of one under a single all powerful government . . . and we stand for everything . . . and for nothing.

     The true brotherhood of America, of respecting the separateness of others . . and uniting in effort . . has been so twisted and distorted from its original concept that there is a small wonder that communism is winning the world.

     We invite the negro citizens of Alabama to work with us from his separate racial station . . as we will work with him . . to develop, to grow in individual freedom and enrichment. We want jobs and a good future for BOTH races . . the tubercular and the infirm. This is the basic heritage of my religion, if which I make full practice . . . . for we are all the handiwork of God.

 Source: Alabama Governor, Inaugural addresses and programs, SP194, Alabama Department of Archives and History

1. Who is this person (their position, connection to Birmingham, etc.)?

2. What does this person have to gain from the protests in Birmingham?

3. What does this person have to lose from the protests in Birmingham?

4. What is the person’s position on the use of violence and/or nonviolence?

5. Write down at least one key quote from your passage(s) that you think is significant and explain why.

**GROUP E**

[](http://www.google.com/imgres?imgurl=http://faculty.mdc.edu/jmcnair/bullconnor2.jpg&imgrefurl=http://faculty.mdc.edu/jmcnair/EDG2701%20All%20Classes/Racism.htm&usg=__ndFG9dNUGIAkAnd5sdr8pwlPalo=&h=291&w=393&sz=59&hl=en&start=0&sig2=_iivZJUWJJlu_09jnOexgg&tbnid=gjTVH42H2kkB5M:&tbnh=110&tbnw=135&ei=xHNcTKTBEsH78Aa01JTqAQ&prev=/images?q=bull+connor+images&um=1&hl=en&sa=N&rlz=1R2ACAW_en&biw=1345&bih=492&tbs=isch:1&um=1&itbs=1&iact=hc&vpx=104&vpy=64&dur=2815&hovh=193&hovw=261&tx=138&ty=109&oei=xHNcTKTBEsH78Aa01JTqAQ&esq=1&page=1&ndsp=26&ved=1t:429,r:0,s:0)

T. Eugene “Bull” Connor Birmingham Public Safety Commissioner was in charge of the Birmingham Police and Fire Departments.



<http://www.youtube.com/watch?v=j9kT1yO4MGg> (link to Bull Connor quote first 15 seconds only)

1. Who is this person (their position, connection to Birmingham, etc.)?

2. What does this person have to gain from the protests in Birmingham?

3. What does this person have to lose from the protests in Birmingham?

4. What is the person’s position on the use of violence and/or nonviolence?

5. Write down at least one key quote from your passage (i.e. the video clip) that you think is significant and explain why.

**GROUP F**

President John F. Kennedy

“The problem is today there is no other remedy. . . We can’t be [going] around saying ‘you can’t demonstrate’ and at the same time not have them have some means of getting . . . justice in the matter. They can’t demonstrate. They can’t get a solution. I think we can’t duck this one.” (May 20, 1963)

Source: *The Politics of Rage* by Dan T. Carter, 1995

[http://www.youtube.com/watch?v=RWX\_pjyIq-g](http://www.youtube.com/watch?v=RWX_pjyIq-g" \t "_blank)

(1 minute 36 second film clip where Kennedy explains his position on Civil Rights from June 11, 1963)

1. Who is this person (their position, connection to Birmingham, etc.)?

2. What does this person have to gain from Civil Rights protests?

3. What does this person have to lose from Civil Rights protests?

4. What is the person’s position on the use of violence and/or nonviolence?

5. Write down at least one key quote from your passage (i.e. the video clip) that you think is significant and explain why.

ADDITIONAL RESOURCES/MORE FUN IDEAS:

**DBQ WRITING GUIDELINES**

**STEP ONE – *PREPARE* TO WRITE!**

1. ANALYZE THE QUESTION

- FIGURE OUT YOUR MAIN POINT - FOR YOUR INTRO PARAGRAPH *(WHAT YOU’RE GONNA PROVE).*

- FIGURE OUT HOW MANY BODY PARAGRAPHS YOU NEED AND WHAT EACH PARAGRAPH NEEDS TO BE ABOUT *(HOW MANY PARTS OF THE QUESTION ARE THERE TO BE ANSWERED).*

2. OUTLINE YOUR ESSAY

- WHAT YOUR MAIN POINT IS *(INTRO PARAGRAPH)*

- WHAT EACH OF YOUR BODY PARAGRAPHS ARE ABOUT *(MAIN IDEA FOR EACH)*

- WHAT YOUR CONCLUSION WILL BE *(WHAT YOU SAID IN THE BODY PARAGRAPHS TO PROVE YOUR MAIN POINT)*

- FILL IN YOUR BODY PARAGRAPH OUTLINES WITH EXAMPLES, FACTS & PROOF THAT YOU KNOW FROM CLASS AND READINGS

3. LOOK IN THE DOCUMENTS

- FOR SUPPORT/REASONS/EXPLANATIONS/EXAMPLES

- DECIDE AND DECIDE WHAT DOCUMENT FITS INTO EACH PARAGRAPH OF YOUR ESSAY

- ADD DOCUMENT REFERENCES TO YOUR OUTLINE

**STEP TWO – WRITE IT!**

1. STICK TO YOUR PLAN/OUTLINE - *“****SENTENCIZE****” THE THOGHTS REPRESENTED BY YOUR PLAN.*

2. STATE WHAT YOU WILL PROVE IN YOUR INTRO AND THEN TAKE A FEW SENTENCES TO ***EXPLAIN*** IT

3. REMEMBER TO PROVIDE EXAMPLES, REASONS, PROOF, TO EXPLAIN IN EACH BODY PARAGRAPH – FROM THE DOCUMENTS! *(AT LEAST ONE FOR EACH PART OF THE QUESTION).*

4. EXPLAIN HOW THE THINGS YOU ARE SAYING IN THE BODY PARAGRAPHS SUPPORT YOUR MAIN POINT *(AND* ***HOW*** *IT ANSWERS THAT PART OF THE QUESTION).*

5. MAKE SURE YOUR CONCLUSION PARAGRAPH EXPLAINS HOW YOU PROVED YOUR MAIN POINT FROM YOUR INTRO

**STEP THREE – CHECK IT!**

1. DID YOU PROVE YOUR MAIN POINT FROM YOUR INTRO?

2. DID YOU ANSWER ALL PARTS OF THE QUESTION?

3. DID YOU USE INFORMATION FROM THE DOCUMENTS AND DID YOU CITE WHERE THAT INFO CAME FROM?

4. DOES YOUR CONCLUSION SUMMARIZE WHAT YOU SAID IN THE BODY PARAGRAPHS TO PROVE YOUR MAIN POINT?

Website for creating a picture puzzle:  [http://five.flash-gear.com](http://five.flash-gear.com/" \t "_blank)

To create the puzzle, the photograph you want to use must be saved on your computer in jpeg. or gif. format.

The size of the puzzle pieces will also determine the number of pieces.

After providing the requested information, the website provides you with an internet address which contains the requeswted puzzle.

The Kelly Ingraham Park puzzle created for our lesson:

[http://five.flash-gear.com/npuz/puz.php?c=v&id=3741435&k=12817151](http://five.flash-gear.com/npuz/puz.php?c=v&id=3741435&k=12817151" \t "_blank)